ACCREDITATION HANDBOOK

Alberta PRIVATE COLLEGES ACCREDITATION BOARD

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Private Colleges Accreditation Board

Province of Alberta

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The Private Colleges Accreditation Board acknowledges, with thanks, its use of various documents in the preparation of the First Edition of this Accreditation Handbook. In a few instances, statements developed by the Association of Universities and Colleges of Canada have been used verbatim. The Board also reviewed publications of several American accreditation associations and regulatory bodies as a means of identifying appropriate topics which were then developed in a manner suited to the Alberta situation and the purposes of the Board. The following bodies provided documents: Southern Association of Colleges and Schools; Northwest Association of Schools and Colleges; Board of Higher Education, Illinois; Western Association of Schools and Colleges; Middle States Association of Colleges and Schools; State Council of Higher Education for Virginia; Board of Governors, the University of North Carolina; California Postsecondary Education Commission; and the State Council of Higher Education, Virginia.

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CHANGES FROM THE SECOND EDITION OF THE ACCREDITATION HANDBOOK

Chapter	Section	Explanation
1	1.5.6	expanded to accommodate B.Ed. program proposals
	1.5.7	to accommodate B.Ed. program proposals
3	3.1.2	to inform Minister earlier
	3.1.3	to accommodate B.Ed program proposals
	3.1.4	to accommodate B.Ed. program proposals
	3.2.4	to inform Minister earlier
	3.3.4	to provide an opportunity for Advanced Education, Education, the Alberta Teachers' Association, and others to be informed and involved
	3.3.5	to accommodate B.Ed. program proposals
4	4.3	to distinguish between initial and comprehensive evaluations
5	Part I	to deal with B.A. or B.Sc. programs only (no change)
	5.1.2	deleted; incorporated in new Part II
	Part II	to accommodate B.Ed. program proposals
6		to highlight qualifications of academic faculty for all programs (formerly Section 5.4)

Chapter	Section	Explanation
7	Part I	to refer to B.A. and B.Sc. programs only (no change)
	Part II	to clarify admission requirements for B.Ed. programs
13	13.2.6	to clarify the need for colleges to provide the Board with other academic reports
Appendices	II	to facilitate the preparation of an institutional self-study with respect to either initial accreditation or comprehensive evaluation
	III	to offer guidance about the content and format of a program proposal
	IV	formerly III
	V	formerly VII
	previous IV, V and VI	deleted; information now available in calendars of private colleges

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CHAPTER ONE

INTRODUCTION AND GENERAL INFORMATION

1.1 Inception of the Private Colleges Accreditation Board

For many years, private colleges in Alberta have offered a broad range of programs including high school programs, career programs, programs that were transferable to universities, and degrees in divinity. As early as 1959, a private college had entered into a formal affiliation agreement with the University of Alberta by which its students could complete university study and obtain two years of advanced credit toward completion of their degrees at the University of Alberta. By 1983, three more colleges had similar agreements.

In the early 1970s, the private colleges petitioned the Government for the authority to grant degrees in programs other than divinity. Various means were examined by which this authority could be granted. After considerable discussion, the Government, the private colleges and the universities agreed that the interests of the public and the institutions could be best served by an independent board that would establish procedures and review proposals for degree programs put forward by the private colleges.

Accordingly, the Private Colleges Accreditation Board was established by the Universities Amendment Act of 1983. The Act was proclaimed on May 15, 1984.

The text of the Act is included as Appendix I.

1.2 Mandate of the Accreditation Board

The Universities Amendment Act, 1983, in part, gives the Accreditation Board powers to

1.2.1 determine minimum standards for the approval of a program of study leading to a baccalaureate that may be granted by a private college;

1.2.2 establish and implement procedures for the consideration of an application by a private college to offer such a program;

1.2.3 inquire into any matter that relates to the approval of programs of study, other than programs in divinity, leading to a baccalaureate that may be granted by a private college;

1.2.4 require a report from the governing body of a private college on any matter pertaining to a proposal or to an approved program of study; and

1.2.5 appoint persons to provide advice and recommendations relating to review and evaluation made by the Accreditation Board in respect of any program of study.

The Universities Amendment Act, 1983, in part, also imposes requirements on the Accreditation Board.

1.2.6 If the Accreditation Board determines that a private college has met the prescribed minimum conditions for the approval of a program of study leading to a baccalaureate, it shall approve the program of study and recommend to the Minister that the private college be granted the power to grant a baccalaureate in respect of that approved program of study.

1.2.7 The Accreditation Board shall establish procedures for the periodic evaluation of approved programs of study provided by private colleges that have been accredited.

1.2.8 If the Accreditation Board determines that a program of study should no longer be approved, it shall withdraw its approval of the program of study and recommend to the Minister that the private college that offers the program of study should no longer be accredited.

1.3 Membership of the Accreditation Board

The Accreditation Board consists of thirteen members appointed by the Minister of Advanced Education: a chairman, four members of the public, four university academic staff members nominated by the Universities Coordinating Council, and four staff members from private colleges nominated by their presidents.

In addition, the Minister designates an official from his Department to attend meetings in a non-voting capacity. The services of an executive secretary are provided to the Accreditation Board by the Minister.

1.4 The Accreditation Board's Role

The Accreditation Board's role is to safeguard public interests in the quality and general acceptability of degree programs offered by private colleges.

The purpose of the Accreditation Board's activities, therefore, is to assure itself that such programs are comparable in quality to other degree programs offered in Alberta and beyond. This implied standard is elusive, but there are widely accepted criteria of an objective nature that can indicate the potential of an institution to offer acceptable degree programs.

Some of these criteria are suggested by the following questions:

1.4.1 Is the curriculum of an appropriate pattern and level?

1.4.2 Are the requirements for admission, progression and graduation (as actually applied) consistent with the practice of Canadian institutions of higher education?

1.4.3 Is there a sufficient number of instructors for the number of students enrolled, and are they qualified to teach in the classes to which they have been assigned? Is the resource centre and library staff adequate as to numbers and qualifications?

1.4.4 What are the average, minimum and maximum teaching loads?

1.4.5 Are the resource centre and library, and laboratory facilities suited to the level of instruction offered and the number of students enrolled?

1.4.6 Are the general services for students and staff adequate?

1.4.7 Are the administrative structures adequate to support the teaching, research and service purposes of the institution?

1.4.8 Is the institution adequately financed to achieve its stated objectives?

1.4.9 Is the statement of objectives consistent with the applicant institution's mission and appropriate to a post-secondary educational institution? Are the expected human and financial resources adequate to support these plans?

1.4.10 Are institutional policies and procedures with respect to tenure, promotions, leaves-of-absence, etc., made known to present and newly appointed staff in a manner which will ensure understanding between staff and administration as to the nature of these policies and procedures?

Further criteria are suggested by other topics in the Institutional Self-Study. (See Appendix II.)

1.5 Definitions

1.5.1 Accreditation

Accreditation is a process whereby the Accreditation Board determines whether a private college meets the prescribed minimum conditions for a program of study leading to a baccalaureate. It should be noted that specific degree programs are accredited and not the institution as a whole.

1.5.2 Private College

For the purposes of the Private Colleges Accreditation Board, a private college is as defined in the Universities Act, 1984 as follows:

1.(f) "private college" means a college incorporated under a private Act of the Legislature...

Universities Act, Consolidated
June 28, 1984 (Page 3)

1.5.3 Residence Requirement

A residence requirement stated by a college is a condition to be satisfied by a student with respect to the number of courses or credits to be earned at the college from which the student seeks a degree.

1.5.4 Term of Instruction

A term of instruction is that period of an academic year throughout which courses are offered in a college. The term of instruction may be a quarter, a semester or a full academic year.

1.5.5 Concentration

A concentration is a number of courses in a particular discipline, or in related disciplines, in a three-year Arts or Science program.

1.5.6 Major

A major is the primary area of specialization in a four-year Arts or Science or a two-year after-degree Secondary Education program.

1.5.7 Minor

A minor is a supporting concentration in a two-year after-degree Education program.

1.5.8 Credits

In this Handbook the basic measure of a credit will be related to semester organization of the instructional year. One credit represents one hour of lecture per week per semester. Thus, a course having three hours of lectures per week through one entire semester would equal three credits.

For purposes of stating total credits earned in full-year or quarter courses, or for completion of an academic year or a program, equivalent credits must be computed.

1.5.9 F.T.E.

F.T.E. means full-time equivalent.

CHAPTER TWO

MINIMUM CONDITIONS

The current status of a college at the time of its application must represent an adequate basis upon which to become a degree granting institution.

A college is required, therefore, to meet certain minimal conditions to the satisfaction of the Private Colleges Accreditation Board.

Part I

An institution intending to propose a degree program for the Accreditation Board's consideration shall first document its compliance and/or agreement with the following conditions:

2.1 Private Act

An applicant must have formal authority to operate as a private college in Alberta. That is, the college must be established under its own private Act of the Legislative Assembly of Alberta.

2.2 Affiliation Agreement

A college must have demonstrated that it can offer satisfactorily the first two years of university-equivalent programs. Normally, therefore, in order to be eligible to make application to the Accreditation Board

2.2.1 a private college must have an affiliation agreement with an Alberta university

a. which applies to the first and second year of university work, and

b. which has been in place for at least three years;

2.2.2 a college's performance must have been evaluated under the terms of the affiliation agreement, and judged to be of acceptable quality by the Accreditation Board; and

2.2.3 a college must demonstrate that it has remedied deficiencies noted in the evaluation report, or indicate its plans for doing so.

2.3 Academic Freedom

A college must ensure that it maintains an atmosphere in which intellectual freedom exists. Although it is understood that a college will be in reasonable harmony with its founding and sustaining organizations, a high degree of intellectual independence is expected of its faculty and students.

2.3.1 A college's faculty and students must be free to examine and to test all knowledge appropriate to their disciplines as judged by the academic community in general.

2.3.2 A college must adopt and distribute to all members of the faculty a statement of the principle of academic freedom as established by the governing board of the college, assuring freedom in teaching, research and publication, and community activities. Written policy must be clearly stated, widely available, and actively followed.

2.4 Institutional Integrity

2.4.1 In general terms, the applicant institution must recognize and protect the right of the individual to the honest search for knowledge, wherever knowledge is to be found, without fear of reprisals by the institution or by third parties. Academic freedom also implies the right to communicate freely acquired knowledge and the result of research. It implies the duty, however, to respect the rights of others, to exercise that freedom in a reasonable and responsible manner, and to respect the academic objectives of the institution.

2.4.2 When an institution requires adherence to a statement of faith and/or a code of conduct that might constitute a constraint upon academic freedom as defined above, the conditions of membership in that college community, including any sanctions that may be invoked, shall be made clear to staff and students prior to employment or admission, as the case may be. Further, adequate procedures shall be in place to ensure natural justice in the event of alleged violations of any contractual arrangement touching such required statement of faith and/or code of conduct.

2.5 Initial Commitments

During the early stages of its contacts with the Accreditation Board, a college must make initial commitments regarding several matters.

2.5.1 With respect to programs proposed for the Accreditation Board's approval, a college must agree to accept the policies and standards of the Board and to comply with these standards and policies as currently stated or as modified from time to time.

2.5.2 A college must agree to disclose to the Accreditation Board any and all such information as the Board may require to carry out its accreditation and evaluation function.

2.5.3 A college must agree that the Accreditation Board may, at its discretion and upon request, make known to any agency or members of the public the nature of any action taken by the Board in relation to the college as well as the status of any application by that college.

2.5.4 A college must agree to abide by the Accreditation Board's advice on public statements about the status of its application to the Board. (See Chapter Twelve and Appendix V).

Part II

A college intending to propose a degree program for the Accreditation Board's consideration, and qualifying with respect to conditions set out in Part I, above, shall satisfy the Accreditation Board that certain aspects of its over-all educational establishment, as treated below, represent a suitable basis upon which to build degree programs.

The information essential to meet this requirement will be conveyed by a college to the Accreditation Board through the Institutional Self-Study, the proposal, and such other materials as may be necessary.

2.6 Objectives

A college must have a statement of institutional objectives formally adopted by the governing board of the college, which demonstrates that the fundamental purposes of the institution are educational and also appropriate to a degree-granting institution and to the needs of the society it seeks to serve.

2.7 Organization and Administration

2.7.1 A college must have a governing board which has the authority to carry out the mission of the institution, and which operates as an independent policy-making body. The governing board must have at least five voting members, a majority of whom are without any contractual or employment interest in the institution.

2.7.2 A college must have a chief executive officer whose full-time or major responsibility is to the college, and sufficient administrative staff to conduct the affairs of the college.

2.7.3 The governing board shall make provisions for adequate faculty participation in academic decision-making and for faculty, students and administrators to be involved in the development of institutional policies.

It is within the discretion of the institution to determine the form of participation. Normally, however, faculties will conduct much of their business through structures such as committees, councils, and senates, operating within the broad policies determined by the governing boards.

2.7.4 The research policies and practices of the institution should be developed through and administered under the direction of a representative committee. The investigator's freedom in research, including communication of results, shall be preserved.

2.7.5 A college must have a strategic plan which addresses its future educational, physical and fiscal growth. It must have in place effective procedures for on-going institutional self-study and planning which involves its academic staff. Basic planning for the development of the institution must integrate plans for facilities, academic personnel, resource centre and library, and financial development, as well as procedures for program review and institutional improvement.

2.8 Financial Resources

Because the financial resources of an institution and their management determine, in part, the quality of its educational program, each institution must possess sufficient financial resources to support all of its programs. The recent financial history of the institution must also demonstrate the financial stability essential to the successful operation of the institution. The adequacy of the financial resources of an institution will be judged in relation to the basic purposes of the institution, the scope of its program, and the number of its students.

2.9 Curricula and Instruction

2.9.1 Current programs, in both their content and their manner of presentation, must indicate that the college has experience with and understanding of the requirements of a degree program.

2.9.2 At the time of implementation, a college must have its own internal capacity to offer in its entirety the proposed degree program.

2.10 Faculty

2.10.1 A college must possess sufficient faculty in terms of number, qualifications, and experience to support the proposed programs, including a core of faculty which is primarily responsible to the institution. In addition, a clear statement of faculty responsibilities must exist.

2.10.2 A college must have a written work-load policy which takes into consideration the teaching-load of the individual faculty member and preparation time.

2.10.3 Although tenure policy is not mandated, each institution must provide contracts, letters of appointment or similar documents to the faculty clearly describing the terms and conditions of their employment.

2.10.4 A college must adopt and distribute to all members of faculty a written policy statement governing procedures for appointment and termination.

2.10.5 A college must provide faculty members with the opportunity to continue their professional development throughout their career.

2.11 Resource Centres and Libraries

A college must possess a library and learning resources appropriate to its mission and the programs offered. To supplement these resources, a college may enter into specific long-term written arrangements for student access to other libraries for independent work in the fields and at the levels represented by its offerings. If it depends in part on other institutions for specialized library and learning resources, the college must demonstrate that they are adequate and easily accessible.

2.12 Academic Policies and Records

With respect to degree programs, a college must have student admission policies and procedures consistent with the objectives of such programs.

2.13 College Publications

2.13.1 The college will have an accurate and current catalogue or other comparable publication available to students and the public setting forth the following: purposes and objectives, admissions requirements and procedures, programs and courses with indications of when they are offered, rules and regulations for conduct, degree completion requirements, full-time and part-time faculty and degrees held, fees, and other items relative to attendance at the institution or withdrawal from it.

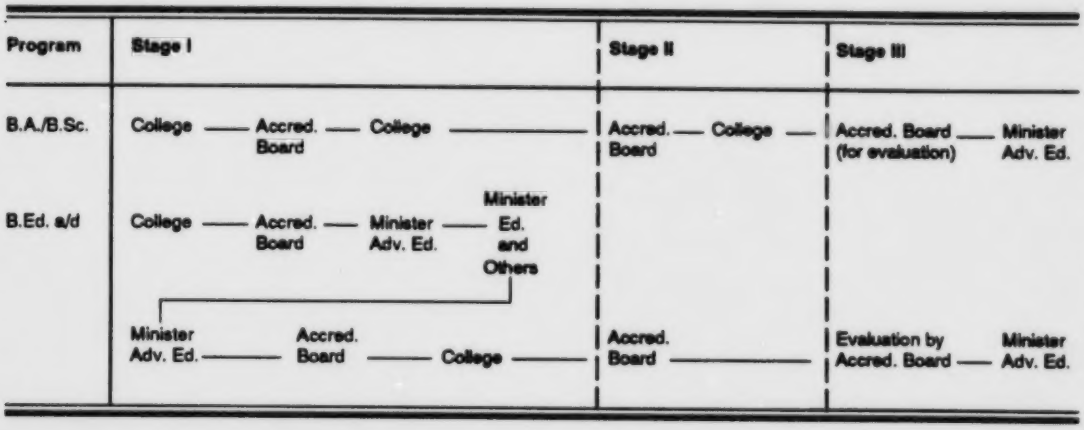
2.13.2 The college will have a published policy and procedure, in keeping with generally accepted practice, for refunding fees and charges to students who withdraw from enrollment.

CHAPTER THREE

OVERVIEW OF PROCEDURES

The following procedures visualize a series of approvals, each of which is intended to assure both a college and the Accreditation Board that each successive stage of development is on a firm footing. The approval processes are depicted on the following flow chart.

ACCREDITATION PROCESS - STAGES OF APPROVAL



3.1 Stage 1: Determination of Eligibility to Apply

3.1.1 A college provides a program proposal to the Accreditation Board (Appendix III).

3.1.2 With respect to B.A. or B.Sc. programs the Accreditation Board requires the evaluation report produced by an Alberta university under the terms of the affiliation agreement. If the Accreditation Board's evaluation is favorable, it will give approval to the college to proceed to Stage 2 and the Board will inform the Minister of Education.

3.1.3 With respect to B.Ed programs, the Accreditation Board reviews the college's program proposal as well as evidence about its success in offering teacher education transfer courses, where such transfer programs exist, and as a degree-granting institution. If the college is deemed eligible, the Board will request the Minister of Advanced Education to consult with the Minister of Education, and others, and to advise the Board on the suitability of the college's proceeding with its application.

3.1.4 After considering the advice received from the Minister of Advanced Education, the Board will inform the college whether or not to proceed to Stage 2.

3.2 Stage 2: Application and Documentation

3.2.1 The college submits to the Accreditation Board the necessary documents: the Self-Study (Appendix II) and, when needed as a result of additional requirements, a revised program proposal of degree programs (Appendix III).

3.2.2 Upon receipt of these materials, the Accreditation Board will examine them to determine whether the college appears to have provided adequate information or whether further information is required.

3.2.3 When the information provided is satisfactory, the Accreditation Board will arrange to visit the college in order to form a first-hand impression of the institution and its programs. Usually, this will be done at the time of a regular meeting of the Accreditation Board.

3.2.4 The Accreditation Board will then assess the application and, if the assessment is favorable, it will give approval to the college to proceed to Stage 3 and inform the Minister of Advanced Education.

3.3 Stage 3: Evaluation and Recommendation

3.3.1 The application will be referred to external evaluators. The Accreditation Board may use their services to provide judgements on any aspect of the proposal or any matter relating to it.

3.3.2 The Accreditation Board may also appoint more than one set of external evaluators, who will advise the Accreditation Board on matters such as the acceptability of particular programs, or the adequacy and stability of financial support.

3.3.3 The external evaluators' reports will be provided to the college for comment.

3.3.4 In the case of B.Ed. programs, the Accreditation Board will also refer the revised program proposal to the Minister of Alberta Education to verify the eligibility of graduates for certification.

3.3.5 When the external evaluators' reports and the college's response to the reports, and in the case of B.Ed. programs, comments from other interested parties, have been received, the documents will be evaluated by the Accreditation Board along with the outcomes of the college's comprehensive evaluation, with a view to the proposal's acceptance or rejection.

3.3.6 When the proposal is acceptable to the Accreditation Board, the Board will recommend approval to the Minister of Advanced Education. On the recommendation of the Minister, the Lieutenant Governor in Council may issue an Order in Council designating a private college as an institution that may grant a baccalaureate degree in respect of the approved program of study.

3.3.7 The Accreditation Board's recommendation to the Minister of Advanced Education may be accompanied by conditions which shall be communicated to the college prior to the recommendation for comment and written acceptance.

3.3.8 The Accreditation Board may grant approval for a specified time, at the end of which a review of the college's efforts will take place.

3.3.9 When the proposal is rejected by the Accreditation Board, the notification to the college (and, by copy, to the Minister of Advanced Education) shall state reasons for rejection in general terms only.

3.3.10 A college intending to re-apply must again submit a program proposal stating the grounds upon which it has concluded that the renewed application might be successful.

3.3.11 Normally, no such program proposal will be considered by the Accreditation Board within twelve months of the date of rejection of the initial application.

3.4 Meetings

These procedures may be accompanied by one or more meetings as requested by the college or the Accreditation Board.

3.5 Treatment of Successive Proposals

A College should initiate the process of accrediting a second or successive proposal by submitting a program proposal to the Accreditation Board (Appendix III).

In general, the Private Colleges Accreditation Board will treat second and successive proposals according to procedures that apply to first applications, as described in this chapter.

In summary, the procedures followed by the Private Colleges Accreditation Board are

3.5.1 to require a Self-Study to be done by the college;

3.5.2 to require a proposal regarding the degree program;

3.5.3 to assess the documentation to determine its suitability;

3.5.4 to appoint an Evaluation Team to visit the college and report to the Board; and

3.5.5 to examine the Evaluators' report and any other relevant documents to decide whether the Board can recommend to the Minister of Advanced Education that the college be accredited to offer the proposed degree program.

The Private Colleges Accreditation Board may modify the procedures in the light of circumstances that apply to a particular college, such as

3.5.6 its history in relation to any previous application to the Board;

3.5.7 the nature of degree programs approved previously by the Board;

3.5.8 the nature of the degree program treated in the current application; and

3.5.9 the length of time elapsed between the current application and the previous one.

3.6 Appeals

Decisions by the Chairman of the Accreditation Board or by anyone acting on behalf of the Board may, for demonstrable reasons, be appealed by the affected private college.

3.6.1 The appeal shall be directed to the Accreditation Board.

3.6.2 The appeal shall be received by the Accreditation Board within thirty days of the college's receipt of the decision being appealed.

3.6.3 The appeal shall come before the Accreditation Board at its next official meeting, following receipt of the appeal, for the Board's initial consideration and, if possible, its decision.

3.6.4 The document conveying the appeal to the Accreditation Board shall

a. specify the decision being appealed;

b. specify the grounds upon which the appeal has been launched; and

c. specify matters for the Accreditation Board's consideration, including any new information bearing on the subject of appeal.

3.6.5 A representative of the appellant shall be invited to attend the meeting at which the appeal is considered and may make a presentation.

3.6.6 The Accreditation Board shall deal with the appeal as expeditiously as permitted by the nature and scope of matters which require the Accreditation Board's consideration in order to arrive at a decision.

3.6.7 The appellant shall be notified of the Accreditation Board's decision.

CHAPTER FOUR

EVALUATION TEAMS

4.1 Purposes

The Accreditation Board may utilize one or more teams of qualified persons to provide judgements about an institution, an application or any other matter pertinent to the Accreditation Board's considerations.

4.2 Composition and Size

The Accreditation Board will determine the composition, size and number of teams utilized, as well as the scope and intensity of their evaluative activities. The Board's professional staff person will be a member of all Evaluation Teams.

4.3 Terms of Reference

Specific Terms of Reference will be developed by the Board as needed for any individual Evaluation Team. General terms of reference that apply to most cases involving initial accreditation are provided in Appendix IV. The Board also provides a guide for teams conducting comprehensive evaluations of accredited programs.

4.4 Selection

The Accreditation Board may solicit names of prospective team members from the college in question, but final decisions on all matters relating to an Evaluation Team rest with the Accreditation Board, including the team's membership and its terms of reference.

4.5 Referral

The report of an Evaluation Team will be forwarded to the college for its perusal and written comment prior to the Accreditation Board's formal consideration of the report.

CHAPTER FIVE

PROGRAMS

The purposes of degree programs must be clearly stated.

Part I - B.A. or B.Sc. Programs

5.1 Proposals

5.1.1 A private college may initially apply to offer a three-year or four-year Bachelor of Arts and/or Bachelor of Science degree program.

5.2 Areas of Study

5.2.1 In order to ensure that students are provided with sufficient breadth of study, an institution proposing to offer a degree must be offering at least three areas of study: Humanities, Sciences, Social Sciences

a. with not less than three disciplines available in each of the three areas of study, and

b. with a minimum of ten disciplines available in total.

5.2.2 Instructional staff in every area shall include a sufficient number of full-time continuing faculty who have desirable qualifications as outlined in Section 6.2.

5.3 Disciplines

5.3.1 The areas of study to be offered by a college will consist of Arts and Science disciplines such as those listed below:

Humanities
- Classics
- English
- Fine Arts
- History
- Languages
- Philosophy
- Religious Studies

Social Sciences
- Anthropology
- Economics
- History
- Human Geography
- Political Science
- Psychology
- Sociology

Sciences
- Astronomy
- Biology
- Chemistry
- Computing Science
- Earth Sciences
- Mathematics
- Physics

5.3.2 The college must identify which of its courses are considered to comprise Arts and Science disciplines.

5.4 Regulations: Three-Year Programs

5.4.1 A concentration may be offered at the discretion of the college. The minimum number of courses comprising a concentration must be stated by the college.

5.4.2 The concentrations available will be entered in the institution's calendar and may appear on a graduate's transcript. The concentration will not appear on the parchment which is awarded upon completion of the degree program.

5.4.3 A college shall notify the Accreditation Board of concentrations added to approved three-year degree programs prior to the offering of such concentrations.

5.4.4 Two acceptably qualified full-time continuing faculty (or two F.T.E.) shall be the minimal staffing requirement for each concentration offered. This condition may not be sufficient in all cases.

5.4.5 A three-year baccalaureate in Arts or Science will consist of the following:

a. at least 90 semester credits or the equivalent (45 full-year credits or 135 quarter credits);

b. six credits in each of the three areas of study: Humanities, Social Sciences, and Sciences;

c. a minimum of 72 credits in Arts and Science courses;

d. approximately one half of the 90 credits at the senior level;

e. a minimum of three credits in each of six disciplines;

f. a maximum of 42 credits in any one discipline.

5.5 Regulations: Four-Year Programs

5.5.1 Each four-year program must make provision for at least one area of specialization (major).

5.5.2 Each major offered within a four-year degree program requires approval of the Accreditation Board. The minimum number of courses comprising a major must be stated by the college.

5.5.3 In the case of a four-year program, the college is encouraged to consult with appropriate academic personnel outside of the college regarding all aspects of the proposed program and to submit a report of such consultation to the Accreditation Board.

5.5.4 Three full-time acceptably qualified continuing faculty shall be the minimal staffing requirement for each disciplinary major offered.

5.5.5 A four-year baccalaureate in Arts or Science will consist of the following:

a. at least 120 semester credits or the equivalent (60 full-year credits or 180 quarter credits);

b. six credits in each of the three areas of study: Humanities, Social Sciences, and Sciences;

c. a minimum of 102 credits in Arts and Science courses;

d. at least 72 credits at the senior level;

e. a minimum of three credits in each of six disciplines;

f. a maximum of 72 credits in any one discipline.

5.6 **Summary of Major Features of Baccalaureates in Arts and Science**

	Three-Year	Four-Year
Number of Credits	90 Semester Credits	120 Semester Credits
Distribution Requirements	a. six credits in each of three areas of study: Humanities, Social Sciences, Sciences b. a minimum of three credits in each of six disciplines	
	c. at least 72 credits in Arts and Science courses	c. at least 102 credits in Arts and Science courses
	d. approximately one half of the program at the senior level	d. at least 72 credits at the senior level
	e. a maximum of 42 credits in any one discipline	e. a maximum of 72 credits in any one discipline

Part II - B.Ed. Programs

5.7 Proposals

5.7.1 A private college may apply to offer a two-year Bachelor of Education degree program for holders of an approved degree after a B.A. or B.Sc. program has been established.

5.7.2 The college is encouraged to consult with appropriate personnel in Alberta Advanced Education, Alberta Education, the Alberta School Trustees' Association, the Alberta Teachers' Association, the Association of Independent Schools and Colleges in Alberta, the Conference of Alberta School Superintendents, the Council on Alberta Teaching Standards, faculties of education, and school jurisdictions regarding the proposed program and to include relevant information about the outcomes in its program proposal.

5.8 Areas of Study

5.8.1 The areas of study to be offered by a college will be elementary education and/or secondary education.

5.8.2 A critical mass of staff suited to the objectives and design of the program in each area of study shall be proposed by the college and is subject to approval by the Board.

5.8.3 Instructional staff in every area shall include a sufficient number of full-time continuing faculty who have desirable qualifications as outlined in Section 6.2.

5.9 Disciplines

5.9.1 The area of study will consist of Arts, Education and Science disciplines.

5.9.2 The college must identify which of its courses are considered to comprise Arts and/or Education and/or Science disciplines.

5.10 Regulations: Two-Year Programs After Approved Degree

5.10.1 A secondary education program must make provision for at least one area of specialization (major). No such provision is required in an elementary education program.

5.10.2 Each major offered within a two-year degree program requires approval of the Accreditation Board. The minimum number of courses comprising a major must be stated by the college.

5.10.3 A minor may be offered in either an elementary education or secondary education program at the discretion of the college. The minimum number of courses comprising a minor must be stated by the college.

5.10.4 The minors available will be entered in the institution's calendar and may appear on a graduate's transcript. The minor will not appear on the parchment which is awarded upon completion of the degree program.

5.10.5 A college shall notify the Accreditation Board of minors added to approved two-year degree programs prior to the offering of such minors.

5.10.6 One full-time continuing faculty member who has qualifications as outlined in Section 6.2 shall be the minimal staffing requirement for each major or minor offered.

5.10.7 A two-year baccalaureate in Education after an approved degree will consist of the following:

a. at least 60 semester credits or the equivalent (30 full-year credits or 90 quarter credits);

b. a minimum of 42 credits in Education courses;

c. at least 12 credits (weeks) in practicum (student teaching);

d. at least 9 credits in curriculum and instruction (methods);

e. at least three credits in each of the administrative (e.g. legal, professional), and social foundations (e.g. historical, philosophical, sociological) of Education; and at least six credits in the psychological (e.g. learning, development) foundations of education;

f. a minimum of 9 credits in electives (options) in senior Arts, Education and/or Science courses.

5.11 Organization and Administration

5.11.1 Provision should be made for representation from the Alberta Teacher's Association on a program advisory committee.

5.11.2 A student's practicum placements must be in public, separate or accredited independent schools.

5.11.3 Provision will be made for the identification and selection of partnership schools to participate in the practicum and other aspects of the program, and for orienting teachers and administrators serving in those schools.

CHAPTER SIX

QUALIFICATIONS OF ACADEMIC FACULTY

In each degree program approved by the Board:

6.1 Minimum Qualification

The minimum qualification for each continuing academic faculty member offering instruction shall be an acceptable Master's degree or equivalent in the discipline in which the faculty member is assigned to teach. Education course instructors must also be eligible for teacher certification in Alberta.

In each case in which equivalence is stated, the onus is on the college to inform the Board of the basis on which equivalence is claimed. The Board may also refer a case to a third party for advice as to whether equivalent qualifications are held.

6.2 Desirable Qualifications

The desirable qualification of an academic faculty member offering instruction is an acceptable doctoral degree or terminal degree in the discipline in which the member is assigned to teach.

6.3 Balance

A majority of continuing academic faculty members offering instruction must hold the desirable qualifications as in 6.2, above.

6.4 Distribution

Notwithstanding a college's compliance with the foregoing requirements, the Board may judge the qualifications of academic staff to be unsatisfactory on the basis of their distribution among the disciplines which comprise a proposed degree program.

CHAPTER SEVEN

ADMISSION REQUIREMENTS

7.1 The General Standard

Although requirements vary somewhat from one institution to another, a college's admission requirements should approximate minimal requirements of degree-granting institutions throughout Canada.

Part I - B.A. or B.Sc. Programs

A college's admission requirements should indicate that both the content of high school programs and levels of achievement are important factors governing admissibility.

7.2 Elements of a Satisfactory Admission Statement

A college shall publish in its calendar a detailed statement of admission requirements which apply to B.A. and B.Sc. programs. The statement shall indicate the following, at least:

7.2.1 that an applicant for admission must have graduated from high school;

7.2.2 the high school subjects required for admission;

7.2.3 the minimal level of high school achievement required for admission;

7.2.4 whether English language competency must be demonstrated by the student, and if so, how;

7.2.5 the special provisions for admission that apply to an Adult Student. The term "Adult Student" must be defined.

Part II - B.Ed. After Degree Programs

A college's admission requirements should indicate that both the content of previous degree programs and levels of achievement are important factors governing admissibility.

7.3 Elements of a Satisfactory Admission Statement

A college shall publish in its calendar a detailed statement of admission requirements which apply to B.Ed. programs. The statement shall indicate the following, at least:

7.3.1 that an applicant for admission must have completed an approved university degree from an accredited institution;

7.3.2 the nature and amount of course credits relevant to subjects taught in elementary schools and/or to each of the specializations (majors) in secondary education required for admission;

7.3.3 the minimal level of achievement in a previous degree program required for admission;

7.3.4 how competence in both oral and written English is to be demonstrated;

7.3.5 the nature of the student selection process and criteria employed.

CHAPTER EIGHT

RESIDENCE REQUIREMENTS

8.1 General

8.1.1 The full-time "residence" requirement should be sufficient to enable the institution to leave its unique impression upon the graduating student.

8.1.2 Residence requirements may differ within an institution for its various degree programs, according to their length, nature and purposes.

8.2 Specific

8.2.1 Each college shall specify the residence requirements which apply to its degree programs.

8.2.2 Normally, a college will specify the number of courses to be taken or credits to be earned at the college in order to satisfy the residence requirement, and will indicate the portion of the total program during which the requirement is to be met.

8.2.3 The Accreditation Board will judge the acceptability of residence requirements as stated by a college at the time its application is considered.

CHAPTER NINE

TRANSFER STUDENTS

A college shall publish in its calendar a statement of the basis upon which it treats applications for advance credit, including limits and conditions which apply to applicants who already possess a degree from another accredited institution.

9.1 Basis for Advance Standing

Applicants seeking advance credits towards a program are expected to present degree-level courses of suitable content which is of quality comparable to that of degree programs offered by the receiving college.

The receiving college may judge the acceptability of courses presented for advance standing by one or more of several means such as the following:

9.1.1 The sending institution(s) may be designated as accredited in a publication of approved or accredited institutions. Examples of such publications are

a. The Directory of Canadian Universities (AUCC)

b. World of Learning (Unesco)

c. Commonwealth Universities Yearbook
(Association of Commonwealth Universities)

d. Transfer Credit Practices of Designated Educational Institutions
(American Association of Collegiate Registrars and Admissions Officers)

9.1.2 The receiving college may examine appropriate documents such as transcripts, descriptions of course content, texts, etc. to ascertain the acceptability of particular courses.

9.1.3 The receiving college may indicate courses listed as having degree-level status, in publications such as that developed by the Alberta Council on Admissions and Transfer.

9.1.4 The college may conduct a special assessment of the student's knowledge.

9.2 Meeting Residence Requirements

A transfer student must meet residence requirements as stated by the receiving college.

CHAPTER TEN

FINANCE

The Accreditation Board's chief interest in the financial affairs of a private college is to assure itself, insofar as possible, that the institution is capable of fulfilling its commitment to students.

The Accreditation Board will use two general criteria to judge the financial health of an institution: adequacy and stability.

10.1 Adequacy

An institution should be able to demonstrate that its income has been sufficient to sustain its programs in an acceptable manner.

10.2 Stability

Financial resources should be characterized by stability which indicates the institution is capable of maintaining operational continuity for an extended period of time.

10.3 Treatment in Proposal

A proposal of any degree program must include at least the following information in summary form:

10.3.1 a statement of all revenues, by source, for each of the last three years;

10.3.2 a statement of all expenditures, by category, for each of the last three years; and

10.3.3 statements regarding proposed degree programs which present

a. estimates of all related costs;

b. estimates of additional funds required;

c. a plan whereby such additional funds will be secured.

In any recommendation of approval to the Minister, the Accreditation Board will advise the Minister of the steps that have been taken to assess the financial viability of the proposed programs.

CHAPTER ELEVEN

THE TREATMENT OF CHANGE

11.1 The Accreditation Board's Interests

Accreditation, as it applies to the Accreditation Board's mandate, means the approval of specific programs offered in a context of supporting institutional elements such as facilities, services and relationships, as set out in the Self-Study and other documents. When an institution is accredited initially, approval relates to specific programs and to their supporting context at the time of approval. Therefore, change which occurs between periodic formal evaluations is of interest to the Accreditation Board on an on-going basis, and it constitutes one reason for the periodic evaluation of an institution.

11.2 Institution - Accreditation Board Relationship

11.2.1 Changes within any institution are the prerogative and responsibility of that institution. The Accreditation Board supports and encourages innovation and experimentation but it also has an obligation to be aware of the effects of change and to determine their implications, if any, for the institution's accreditation.

11.2.2 The Accreditation Board's scrutiny of change in accredited institutions is not intended to be unduly intrusive. It does constitute an application of the Accreditation Board's authority but it may also be seen as providing flexibility in program development for colleges which may wish to modify programs between times of major, formal evaluations by the Accreditation Board. The Accreditation Board wishes to have an open relationship with colleges in which judgements may result in continuous program development and improvement. Such a relationship will be dependent upon good communication and the development of understanding and trust over a period of time.

11.3 Reporting Change

11.3.1 With respect to an approved degree program, a college shall inform the Accreditation Board of any change which represents

a. a reduction or loss of any physical facility necessary for the proper conduct of the program;

b. a reduction or loss of any supporting service represented as being available to the program;

c. a reduction or failure to obtain planned increases in financial resources supporting the program; or

d. failure to meet commitments made by the college at the time of approval or as a result of a review.

11.3.2 A college shall report to the Accreditation Board any departure from the requirements of this Accreditation Handbook.

11.4 Procedures

11.4.1 A college shall provide the Accreditation Board with full information on the purpose and nature of change, as in section 11.3 above.

11.4.2 Upon receipt of a description of change, the Chairman will

a. examine the description as presented by the college;

b. make judgements as to the effect of the proposed change upon approved programs; and

c. communicate his reactions to the college, as well as his decision taken under 11.4.3 or 11.4.4 which follow.

11.4.3 In some cases, the Chairman may approve the change, notify the college, and report his decision at the next meeting of the Accreditation Board.

11.4.4 In other cases, the proposed change will go to the next meeting of the Accreditation Board for its full consideration, including visitation and/or evaluation if necessary. Except in urgent cases, a college shall await the Accreditation Board's decision before initiating the change.

CHAPTER TWELVE

RELEASE OF INFORMATION

The Private Colleges Accreditation Board has adopted the following policy and regulations regarding the release of information.

12.1 The Responsibilities of the Accreditation Board

12.1.1 Public Announcement

The Board may make a public announcement of any decision it has made or action it has taken as a consequence of its evaluation of a college.

12.1.2 Evaluation Reports

All evaluation reports arising from the evaluation of a college pursuant to the provisions of the Accreditation Handbook are the property of the Minister of Advanced Education, the Private Colleges Accreditation Board and the college, and are not intended for general distribution.

The Board may provide copies of any or all evaluation reports to a person or persons engaged by the Board to evaluate a college or otherwise to advise and assist the Board in the conduct of its statutory duties.

The college may provide copies of evaluation reports to any party as it sees fit.

12.2 The Responsibilities of the College

12.2.1 General

During its early contacts with a private college commencing procedures to become accredited, the Accreditation Board will secure the college's commitment to abide by the following advice regarding public statements.

a. The process of achieving accreditation is lengthy and proceeds by stages. At each stage the Accreditation Board may, for reason, delay the application, refer it back to the college for further treatment, or even reject it. The college, therefore, should avoid any public statement which, for unforeseen reasons, might later embarrass or create pressures upon either the college or the Accreditation Board.

b. Any public statement made by the college should be confined to facts which are appropriate to the status of the college with the Accreditation Board at the time of the statement.

c. A college's public statement, which makes reference to programs being planned or proposed, should specify particular degree programs.

d. No public statements should be made that imply or state that the college seeks, or has been given, "full" or "institutional" accreditation. Only specific degree programs are approved.

e. In its public statements, a college should avoid expressions to the effect that

   i. it anticipates becoming accredited by a particular date; or

   ii. that the Accreditation Board's approval is likely; or

   iii. that accreditation is imminent.

f. In its public statements, a college should avoid any statement or expression related to anticipated accreditation which, by design, has the effect of serving as an inducement to potential students to seek admission to the college on the basis of such statement or expression.

12.2.2 Written Public Statements

a. When referring in writing to its status with the Private Colleges Accreditation Board, a college must include a statement which is appropriate to its stage in the accreditation process:

i. When the Board has granted permission for a college to proceed to Stage 2, the statement must read as follows:

The Private Colleges Accreditation Board has agreed to consider a formal application from (name of college) to offer a (name degree, e.g. a three-year Bachelor of Arts degree).

ii. When the Board has granted permission for a college to proceed to Stage 3, the statement must read as follows:

The Private Colleges Accreditation Board is assessing the formal application from (name of college) to offer (name of degree).

iii. When the Order in Council has been proclaimed, statements made by the college must include reference to the authority of the Government of Alberta and to the fact that it is the program that is accredited, not the entire institution. The following statements are provided as samples:

Sample 1
(Name of college) has received accreditation from the Government of Alberta to award (name degree, e.g. a three-year Bachelor of Arts degree).

Sample 2
On the recommendation of the Private Colleges Accreditation Board, the Government of Alberta has accredited (name of degrees) under Section 64.5(3) of the Universities Act of Alberta.

Sample 3
Upon recommendation by the Private Colleges Accreditation Board to the Minister of Advanced Education, the Lieutenant Governor of the Province of Alberta has signed Orders in Council authorizing the College to grant the (name of degrees) under The Universities Act of Alberta.

b. In each case, a sentence such as the following might be added to describe the Accreditation Board:

The Private Colleges Accreditation Board is appointed by the Government of Alberta to review and judge applications from private colleges interested in obtaining the authority to grant specific degree programs, and to submit its recommendations regarding such applications to the Minister of Advanced Education.

12.2.3 Calendar Statements

Each private college that has been designated under Section 64.5(3) of The Universities Act shall include in its calendar a statement which names the degree programs so designated. The statement, in its form and placement, shall be such as to enable a reader to distinguish such degree programs from any other degree programs described in the calendar.

CHAPTER THIRTEEN

PERIODIC EVALUATION

Section 64.6, The Universities Amendment Act, 1983, requires the Private Colleges Accreditation Board to arrange for periodic evaluations of colleges which have been accredited to offer degree programs and also empowers the Board, should it so determine, to recommend to the Minister that accreditation be withdrawn.

13.1 Purposes

The general purpose of periodic evaluation is to monitor the quality of approved degree programs on a continuing basis.

To achieve this purpose the Board will take various measures:

13.1.1 To assure itself that colleges satisfy those requirements of the Accreditation Handbook which have continuing application to approved degree programs and relevant features of a college.

13.1.2 To determine whether a college has met or has made satisfactory progress towards meeting any commitments made to the Board regarding programs, staff, libraries, facilities and any other matter.

13.1.3 To determine whether a college has

a. satisfied conditions specified by the Board;

b. considered fully the comments, suggestions and recommendations of reports by Evaluation Teams, insofar as they have been supported by the Board, and have responded satisfactorily to them;

c. developed suitable mechanisms to undertake its own self-evaluation.

13.1.4 To provide a basis for judgements regarding

a. the continuation of an approved degree program;

b. the placement of a college on probation and specification of remedial measures; or,

c. the withdrawal of approval of a degree program.

13.2 Forms of Evaluation

The Board will use the following means of evaluating colleges:

13.2.1 An Annual Report.

The Annual Report will be submitted by each accredited college no later than October 15th of each year. The form and minimum content will be prescribed by the Board.

a. Each Annual Report will be considered formally by the Board as soon as is practicable after its receipt.

b. After it has considered an Annual Report, the Board will convey to the college an acknowledgement of the report together with such comments as the Board may decide to offer.

c. The Board may also require further information and initiate other follow-up action.

13.2.2 Comprehensive Evaluations

The Board will conduct two Comprehensive Evaluations of a college offering an approved degree program:

a. The first evaluation will occur within seven years of the time the college was awarded degree-granting status.

b. The second evaluation will occur within fifteen years of the time a college was awarded degree-granting status.

Normally, these two Comprehensive Evaluations will occur between the fifth and seventh year and in the fifteenth academic year, respectively.

13.2.3 Interim Evaluations

The Board will also conduct Interim Program Evaluations, in the tenth year of a college's operation with degree-granting status, for programs

a. first offered prior to the tenth year, but

b. not evaluated between the fifth and seventh year, as in 13.2.2., above.

13.2.4 Special Evaluations

Where, in the judgement of the Board, circumstances warrant it, the Board may arrange a special evaluation of a college. The college will be notified of

a. the reason for the special evaluation;

b. the purpose of the evaluation;

c. the time of the evaluation;

d. any preparation required of the college; and

e. the size and composition of any Evaluation Team that may be used.

13.2.5 Future Evaluations

After the fifteenth year in which a college operates with degree-granting status, the Board may require the college to accept responsibility for its own evaluation within guidelines established by the Board.

13.2.6 Other Evaluations

In the event that any academic agency reviews and reports in writing upon any college matter relating to the Board's responsibilities, the college shall make available to the Board such a report.

13.3 Procedures

The following procedures will apply:

13.3.1 With respect to Comprehensive Evaluations as in 13.2.2., above:

a. At the beginning of the academic year preceding that in which the Board intends to conduct a Comprehensive Evaluation, the Board will notify a college of the pending evaluation.

b. The college will conduct a Self-Study as described in Appendix II. For each Proposition stated in the Self-Study outline, the college will conduct analysis and evaluation relating to accredited degree programs.

c. The Self-Study which is to be conducted by a college in preparation for the Comprehensive Evaluations is to be submitted to the Board by the beginning of the academic year in which the evaluation is to occur.

d. As part of the evaluation, the Board will appoint one or more Evaluation Teams to visit a college. The size of each team will be determined by the Board to suit the nature of each particular task.

e. The Board will maintain suitable contacts with the college regarding matters relating to the evaluation, including

i. organization and planning;
ii. the tentative and the finalized dates of visitations;
iii. the nature of the Evaluation Team and the names of its members; and
iv. the nature of any materials required of the college and any activity it may be required to undertake.

13.3.2 With respect to Interim Program Evaluation, procedures will be similar to those set out in 13.3.1, above, except that:

a. No Self-Study will be required.

b. Notice of the evaluation will be given at the beginning of the academic year in which the evaluation will take place.

13.4 Referral of Evaluation Reports

Prior to its consideration by the Board, the report of an Evaluation Team will be provided to the college for comment.

13.5 Follow-up

When a college has commented upon the report of an Evaluation Team, the Board will discuss all pertinent matters, and pass judgement on the degree program(s) concerned.

13.5.1 In the case of a favourable judgement, the Board will notify the college and the Minister, accordingly.

13.5.2 In the case of an unfavourable judgement or if it has grave concerns, the Board may

a. specify remedial measures to be taken by a college and notify the Minister accordingly; or

b. place a college on probation, indicate remedial measures to be taken and so notify the Minister (In this event, the Board will notify the college and recommend to the Minister regarding actions to be taken by the college and any limitations to be placed upon it pending the removal of probation.); or

c. withdraw its approval of any degree program(s) concerned, notify the Minister accordingly, and with respect to such program(s), recommend that the college no longer be designated under Section 64.5, the Universities Act.

In this event, the Board will notify the college and make recommendations to the Minister regarding matters such as

i. the cessation of admissions to the program(s) at any level;
ii. the notification of applicants and students of the status of the program(s); and
iii. arrangements whereby students in the program(s) may complete the program(s).

13.5.3 These procedures may be accompanied by one or more meetings as requested by the college or the Accreditation Board.

APPENDICES

APPENDIX I

Bill 48
Mr. Stromberg

UNIVERSITIES AMENDMENT ACT, 1983

CHAPTER 50

(Assented to June 6, 1983)

HER MAJESTY, by and with the advice and consent of the Legislative Assembly of Alberta, enacts as follows:

RSA 1980 cU-5

1 The Universities Act is amended by this Act.

2 Section 1(f) is amended by striking out "an" *and substituting* "a private".

3 Section 21.92(1)(a)(ii) is amended by striking out "41(1)" *and substituting* "44(1)".

4 Section 53 is amended by adding "or a private college designated under section 64.5" *after* "university".

5 Section 60(3) is amended by striking out "Board of Governors" *and substituting* "Governors of".

6 Section 61(2) is repealed and the following is substituted:

(2) A representative may be appointed by each of the following to attend meetings of the Universities Co-ordinating Council:

(a) a private college that has been designated under section 64.5;

(b) a private college that

(i) is affiliated with a university under an agreement under section 17(3), and

(ii) provides instruction in courses that are acceptable to the university under the provisions of the agreement referred to in section 17(4).

7 The following is added after section 64:

PART 2.1

PRIVATE COLLEGES ACCREDITATION BOARD

Definition

64.1 In this Part, "Accreditation Board" means the Private Colleges Accreditation Board established under section 64.2.

Establishment of board

64.2(1) There shall be a Private Colleges Accreditation Board appointed by the Minister consisting of

(a) a chairman,

(b) 4 academic staff members of the universities, nominated by the Universities Co-ordinating Council,

(c) 4 academic staff members of private colleges that

(i) are affiliated with a university under an agreement under section 17(3), or

(ii) have been designated under section 64.5

nominated jointly by the chief executive officers of each of those private colleges, and

(d) 4 members of the public.

(2) The Minister shall designate an employee under his administration to attend meetings of the Accreditation Board.

(3) The person designated under subsection (2) shall be given prior notice of all meetings of the Accreditation Board and has the right to attend and to participate in those meetings, but does not have the right to vote on matters before the Accreditation Board.

Term of office and remuneration

64.3(1) A person appointed as a member of the Accreditation Board holds office for a term not exceeding 3 years as prescribed in the appointment and is eligible for reappointment for a 2nd term, but not for further reappointment.

(2) The members of the Accreditation Board

(a) shall be paid travelling and living expenses while absent from their ordinary places of residence and in the course of their duties as members of the Accreditation Board, and

(b) may be paid remuneration for the performance of their duties as members of the Accreditation Board

at rates prescribed by the Minister.

Budget, records and reports

64.4(1) The Accreditation Board shall each year prepare a budget and submit it to the Minister for approval and the Minister shall, in accordance with the approved budget, pay the operating expenses of the Accreditation Board.

(2) The Accreditation Board shall

(a) keep full and accurate records of its proceedings, transactions and finances, and

(b) prepare and transmit to the Minister annual and other reports and returns as required by the Minister.

Approval of programs of study

64.5(1) The Accreditation Board may inquire into any matter that relates to the approval of programs of study, other than programs in divinity, leading to a baccalaureate that may be granted by a private college.

(2) If the Accreditation Board determines that a private college has met the prescribed minimum conditions for the approval of a program of study leading to a baccalaureate, it shall approve the program of study and recommend to the Minister that the private college be granted the power to grant a baccalaureate in respect of that approved program of study.

(3) On the recommendation of the Minister, the Lieutenant Governor in Council may by order designate a private college as an institution that may grant a baccalaureate in respect of a program of study approved by the Accreditation Board.

(4) An order under subsection (3) is subject to any conditions specified in the order.

Periodic evaluation of approved programs

64.6(1) The Accreditation Board shall establish procedures for the periodic evaluation of approved programs of study provided by private colleges designated under section 64.5.

(2) If the Accreditation Board determines that a program of study should no longer be approved, it shall withdraw its approval of the program of study and recommend to the Minister that the private college that offers the program of study should no longer be designated under section 64.5.

(3) On the recommendation of the Minister, the Lieutenant Governor in Council may by order rescind the designation under section 64.5.

Powers of Board

64.7 Without restricting the generality of section 64.5(1) and 64.6(1), the Accreditation Board may

(a) determine the minimum standards for the approval of a program of study leading to a baccalaureate that may be granted by a private college,

(b) establish and implement procedures for

(i) the review and approval of courses of study,

(ii) the review and approval of the academic credentials of the instructional staff,

(iii) the inspection and approval of libraries, laboratories and other related instructional facilities, and

(iv) the examination of available financial support

of a private college that proposes a program of study leading to a baccalaureate to be granted by that private college,

(c) require a report from the governing body of a private college on any matter pertaining to a proposed or to an approved program of study, and

(d) appoint persons to provide advice and recommendations relating to the review and evaluation made by the Accreditation Board in respect of any program of study.

8 The heading preceding section 65 is repealed and the following is substituted:

PART 3

GENERAL

9 Section 67(b) is amended

(a) in subclause (i)

(i) by adding "or a private college designated under section 64.5" *after* "study by a university", *and*

(ii) by striking out "already provided by a university";

(b) in subclause (ii) by adding "or a private college designated under section 64.5" *after* "university".

RSA 1980 cC-18

10 The Colleges Act is amended by repealing section 1(h) and substituting the following:

(h) "private college" means an educational institution incorporated under a private Act of the Legislature that

(i) has entered into an affiliation agreement with a university and is providing instruction in courses acceptable to that university as constituting a full year's work towards an academic degree, or

(ii) has been designated under the *Universities Act* as an institution that may grant a baccalaureate;

11 This Act comes into force on Proclamation.

APPENDIX II

INSTITUTIONAL SELF-STUDY

1. Purposes

The Institutional Self-Study is a significant part of the accreditation process. It serves three purposes:

1.1 For an institution, it provides an analysis of its objectives, resources, students and achievements and of the relationships among them.

1.2 For the Private Colleges Accreditation Board, it provides the detailed information whereby the Accreditation Board familiarizes itself with the institution.

1.3 It reveals the strengths, weaknesses and opportunities of an institution in relation to the achievement of its purposes and objectives. Thus, the Self-Study indicates to both the Accreditation Board and the institution the areas with respect to which the institution must change and improve.

2. Essential Contents of the Self-Study

The Self-Study that a college is required to conduct and submit to the Accreditation Board will treat each of the following major propositions.

Proposition 1. Purposes and Objectives

The college should have a concise official statement of its educational purposes and objectives.

The college might include the following items in its Self-Study:

1.1 a brief history of the institution;

1.2 official statements of general purposes and specific objectives;

1.3 statement of educational philosophy;

1.4 relevant constitutional statements.

Proposition 2. Organization and Administration

The college's organizational structure and the qualifications of its administrative staff should be appropriate for the accomplishment of its educational purposes and objectives.

The college might include the following items in its Self-Study:

2.1 relationship to other organizations (government, university, church, etc.);

2.2 composition and responsibilities of the college's governing bodies;

2.3 organizational and decision-making flow charts of the college;

2.4 administrative staff and their vitae and job descriptions;

2.5 policies regarding hiring, employment conditions and benefits, and dismissal of administrative officers;

2.6 procedures for the evaluation and improvement of administrative effectiveness;

2.7 faculty organization and administration.

Proposition 3. Financial Structure

The college should have a sound financial structure that serves its educational purposes and objectives.

The college might include information on at least the following items in its Self-Study:

3.1 financial resources and sources of revenue;

3.2 financial obligations and expenditures;

3.3 organization and staffing of the business office;

3.4 budget preparation, financial control, and audit;

3.5 recent financial statements;

3.6 fund-raising policies and procedures;

3.7 policies and procedures regarding student fees;

3.8 future fiscal priorities.

Proposition 4. Curricula and Instruction

The curricula and instruction should reflect the college's educational purposes and objectives.

The college might include information on the following items in its Self-Study:

4.1 programs currently offered;

4.2 procedures for curricular development, implementation, and change;

4.3 instructional methods and procedures;

4.4 class-size analysis and instructor-student ratio;

4.5 procedures for the evaluation and improvement of instruction;

4.6 future plans and priorities regarding curricula and instruction.

Proposition 5. Faculty

The college should have sufficient faculty members with appropriate qualifications, experience, and working conditions to provide competent instruction in the college's curricula.

The college might include information on the following items in its Self-Study:

5.1 faculty members and their vitae;

5.2 faculty profile with respect to discipline, degrees, rank, tenure, teaching experience, age, gender, and salary;

5.3 teaching loads, committee work, and administrative duties of faculty members;

5.4 policies and practice regarding faculty involvement in research;

5.5 policies regarding hiring, evaluation, promotion, tenure, academic freedom, employment conditions and benefits, and dismissal of faculty members;

5.6 communication of faculty responsibilities, obligations, employment conditions, and benefits;

5.7 provisions for faculty participation in governance;

5.8 opportunities and support for professional development and improvement of instruction;

5.9 future plans and priorities regarding faculty.

Proposition 6. Resource Centres and Libraries

Resource centres and libraries should be adequately supplied and appropriately staffed to support the college's curricula.

The college might include information on the following items in its Self-Study:

6.1 resources available;

6.2 summary of holdings in various subject areas;

6.3 collection policies;

6.4 policies regarding ordering and budget allocations;

6.5 accessibility and usage;

6.6 space analysis;

6.7 resource staff and their vitae and job descriptions;

6.8 future plans and priorities regarding resource centres and libraries.

Proposition 7. Academic Policies and Records

Policies concerning the requirements for admission, progression, and graduation should be consistent with both the educational purposes of the college and the practice of Canadian universities. Students' academic files should be accurately maintained.

The college might include information on the following items in its Self-Study:

7.1 policies and procedures regarding student recruitment, including financial aid;

7.2 policies and procedures regarding admissions;

7.3 policies and procedures regarding registration;

7.4 policies and procedures regarding class schedules and length of academic terms;

7.5 policies and procedures regarding student records;

7.6 demographic profile of the student body;

7.7 policies and procedures regarding academic behavior (attendance, completion of assignments, plagiarism, etc.);

7.8 policies and practice regarding evaluation of students (methods, grading system, examination policy, etc.);

7.9 grade distributions;

7.10 policies and procedures regarding academic probation and academic honours;

7.11 graduation requirements;

7.12 communication of academic policies to students and faculty;

7.13 policies and procedures regarding alumni records;

7.14 future plans regarding academic policies and records;

7.15 residence requirements.

Proposition 8. Student Services

The provision of student services, such as counselling, extracurricular activities, and residential accommodations, should be appropriate to the college's educational purposes and objectives.

The college might include information on the following items in its Self-Study:

8.1 services provided (counselling, residence, athletics, recreation, student government, clubs and other extracurricular activities, food, health services, financial aid, etc.);
8.2 policies and practices regarding each service provided;
8.3 future plans and priorities regarding student services.

Proposition 9. Physical Plant and Facilities

The college's buildings, classrooms, laboratories, and their furnishings should be appropriate to support the college's curricula and instruction.

The college will include information on at least the following items in its Self-Study:

9.1 facilities available;
9.2 policies and practices regarding utilization and maintenance;
9.3 future plans and priorities regarding physical plant facilities.

Proposition 10. College Publications

College publications and promotional material should accurately describe the college and its programs.

The college might include information on the following items in its Self-Study:

10.1 statement of policies regarding production of college publications;
10.2 samples of college publications (calendars, brochures, newsletters, handbooks for internal use, etc.);
10.3 statement of future plans regarding college publications.

APPENDIX III

PROGRAM PROPOSAL

The content and format of a program proposal should accord with the requirements of the Accreditation Board as outlined in the Accreditation Handbook.

In addition, a college should be guided by the proposal format contained in the Guidelines for System Development developed by Alberta Advanced Education excerpted below:

"Proposals for new programs...should contain the following information:

a. the title of the proposed program;

b. the credential to be awarded;

c. a brief description of the intent of the proposed program;

d. the proposed enrolment, or enrolment increase;

e. the proposed implementation date;

f. a summary description of the curriculum;

g. evidence with respect to societal need and student demand;

h. the actual or potential transferability to existing programs:
   (i) in the same institution, and
   (ii) in other institutions;

i. the criteria which will be used to assess the success of the program's implementation, if approved;

j. a fiscal plan for implementation; and

k. any relevant evidence of consultation with, or support from, other institutions, organizations or agencies." (p. 14)

APPENDIX IV

TERMS OF REFERENCE

FOR EXTERNAL EVALUATORS

The following are the basic terms of reference for evaluators' visits to a college. The Board will review these terms of reference when an Evaluation Team is appointed and may adapt them to suit the college and program being evaluated.

The basic terms of reference are not intended to restrict the scope of matters to be considered by the external evaluators.

1. Are provisions and procedures for governance of academic affairs adequate in their scope and satisfactory in their operation?

2. Are current policies, regulations and practices relating to academic affairs generally adequate in their scope and nature?

3. Have college administrators and faculty made a realistic assessment of demands that will be created by the proposed program (e.g. workload, finances, etc.)?

4. Does the college have both the general resources (e.g. supporting disciplines) and the specific resources (e.g. library holdings) needed to implement proposed programs?

5. Given the over-all quality of the college's operations, as perceived by you, does the expansion of programs as proposed seem to be a viable and realistic proposition?

6. Are you satisfied with the adequacy and quality of the college's Self-Study and the process followed by the college to conduct the Self-Study?

APPENDIX V

SAMPLE LETTER UNDERTAKING INITIAL COMMITMENTS

1. Regarding the jurisdiction of the Private Colleges Accreditation Board:

   1.1 **(name of institution)** acknowledges the policies and standards of the Private Colleges Accreditation Board with respect to the degree-programs which have been accredited and agrees to comply with these policies and standards as currently stated or as modified from time to time.

   1.2 **(name of institution)** agrees to disclose to the Accreditation Board any and all such information as it may require to carry out its accreditation and evaluation functions.

   1.3 **(name of institution)** agrees that the Accreditation Board may, at its discretion and upon request, make known to any agency or member of the public the nature of any action taken by the Accreditation Board in relation to the College, whether positive or negative, as well as the status of any application by the College.

2. Regarding public statements made by **(name of institution)** relating to its application to the Private Colleges Accreditation Board:

   2.1 **(name of institution)** agrees to abide by the Accreditation Board's advice on public statements about the status of its application to the Accreditation Board.

_____

Chairman, Board of Governors

_____

President

_____

Day Month Year